SCHOOL OF MODERN LANGUAGES, LITERATURES AND CULTURES

POSTGRADUATE RESEARCH

STUDENT HANDBOOK

2013/2014

An electronic copy of this handbook can be found on your departmental website where it will be possible to follow the hyperlinks to relevant webpages and on the PG Moodle Space.

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1 Introduction to the Department

1.1 Welcome

This handbook is designed to provide information about the School of Modern Languages, Literatures and Cultures and the processes and procedures relating to postgraduate research for the degree of PhD. It describes the School's arrangements for supervision, the procedures for transfer from MPhil to PhD, the Annual Review process, the procedures for appointing examiners, and for the submission of your thesis. Your supervisor will be your main contact in the School, but you should also be aware of the role of your advisor and of the Director of Graduate Studies. The handbook will also introduce some of the facilities available to you in the School, the College, and the University.

Postgraduate research students pursue independent research in academic departments, leading to the award of the degree of MPhil or PhD. Successful progress depends primarily on their own efforts, supported by those of their supervisors, but also on the research environment in the department and on the quality of their research training.

This Handbook deals with aspects of postgraduate study that specifically relate to research in the School of Modern Languages, Literatures and Cultures. Please read it in conjunction with the following College documents:

> The College's **Code of Practice for the Academic Welfare of Postgraduate Research Students** http://www.rhul.ac.uk/ecampus/documents/pdf/regulations/pgrcodeofpractice.pdf sets out the practices and procedures which underpin these efforts and outlines, amongst others, the responsibilities of student, supervisor, advisor and the student's department(s).

As a research student of the College you should ensure that you familiarize yourself with the content of the Code as well as with the:

> College's **Research Degree Regulations** http://www.rhul.ac.uk/ecampus/academicsupport/regulations/home.aspx, which set out the regulations governing all aspects of MPhil/ PhD study from admission to completion. A range of useful information is also available through the Postgraduate Research Students webpage's http://www.rhul.ac.uk/iquad/pgr/home.aspx

> Information regarding all sources of funding for postgraduate studies can be found on the college web

http://www.rhul.ac.uk/studyhere/researchdegrees/feesandfunding/home.aspx

If you have difficulty obtaining or accessing any of the above, please contact your Director of Graduate Studies.

1.2 Initial Registration and Period of Registration

All students, other than those granted exemption from part of their studies, are initially registered for an MPhil degree on either a full-time or part-time basis.   Those wishing to submit a thesis for the award of PhD will be required to complete a first attempt at upgrading to a PhD within the first 20 months of full-time study or the first 40 months of part-time study.

Section 2 of the College's **Research Degree Regulations** http://www.rhul.ac.uk/ecampus/academicsupport/regulations/home.aspx stipulates the maximum periods of registration permissible for MPhil and PhD study.

Section 2

Students first registered on an MPhil or PhD programme in or after September 2006 must submit the thesis for examination within the following periods of study, otherwise their registration with the College may be terminated under the provisions of Section 10 of these regulations.

(a) For programmes of study leading to the award of MPhil, the thesis must be submitted within three years of full-time study, or six years of part-time study.

(b) For programmes of study leading to the award of PhD, the thesis must be submitted within four years of full-time study, or eight years of part-time study.

For further details relating to the period of study, arrangements for admission, exemptions from part of the programme of study, interruptions of study, registration and enrolment, you should consult Sections 1 – 8 of the **Research Degree Regulations** http://www.rhul.ac.uk/ecampus/academicsupport/regulations/home.aspx . Relevant forms for change of mode of study (full-time to part-time or vice-versa), and withdrawal are available from the **changes to personal/study details** on the College website http://www.rhul.ac.uk/ecampus/academicsupport/changestopersonalstudydetails.aspx . If you wish to interrupt your studies, you are advised to discuss this with your supervisor in the first instance. S/he can advise you on the process to be followed.

1.3 How to find us: the Department

The School of Modern Languages, Literatures and Cultures can be found on the College **campus map** as the International building.

1.4   Map of the Egham campus

Student parking is limited and a parking permit is required. This can be obtained via Security. You will need proof of insurance and ID before a permit will be issued.

1.5   How to find us: the staff

CONTACT DETAILS

Head of Department:
Dr Jon Hughes 01784 443200   jon.hughes@rhul.ac.uk

Academic Staff:

French		
Dr Cecile Bishop	01784 443741	cecile.bishop@rhul.ac.uk
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Professor V. Suvini-Hand (Emeritus Prof)		v.hand@rhul.ac.uk

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PG Administrator Ann Hobbs	01784 443201	a.hobbs@rhul.ac.uk
Faculty Administrator Sarah Midson	01784 443246	Sarah.midson@rhul.ac.uk
Faculty Administrator Helen Thomas	01784 443244	Helen.thomas@rhul.ac.uk

1.6 How to find us: the Departmental office

IB123

1.7 The Department: practical information
Administrative Arrangements for Research Students

1.1 Director of Graduate Studies (Dr Sarah Wright, terms 1 and 3; Professor Jane Everson, term 3)

The Director of Graduate Studies has overall responsibility, under the Head of School, for monitoring the School's research students. She plays a key role in the following:

- the admissions procedure for research students

- the general overview of research student progress

- the overall organisation of the Annual Research Review

- the overall welfare of research students within the School

For a more detailed description of the Director's role, see *CPAW.*

1.2 Student/Staff Committee

At the start of each academic year, nominations are invited for a representative for research students on the School Student/Staff Committee, which comprises both UG and PG members. This committee meets at least once each term under the auspices of the Head of School. You are warmly invited to offer to serve on this committee. You may also propose items for the agenda. PG business is timetabled to a reserved section at the end of the meeting. The Minutes of the Committee's meetings are published by e-mail to all postgraduate students.

1.3 School Research and Postgraduate Committee
The RPC meets regularly throughout the year. It has responsibility for formulating and monitoring the School's research strategy. It is also responsible for monitoring the progress of research students and considers applications from them for conference funding where they are giving a paper: postgraduates in the first

three years of registration may apply for support to a maximum of £350 per annum. The application form is given in Appendix B and must be submitted <u>six weeks in advance</u> of the conference. No retrospective payments will be made. RPC will also receive reports from the Annual Research Review; it will be involved in the progression of students from MPhil. to PhD.; and it will have an overview of proposed Ph.D. examiners. Its members are: Dr Jon Hughes (Head of School), Dr Sarah Wright (DoGS); Professor Colin Davis (Director of Research; Chair of the Committee); the Dean (ex officio).

1.8   College Contacts

Laura Christie – Educational Development Officer

Laura Christie Tel: +44 (0)1784 276463
http://www.rhul.ac.uk/pgr

Liaison Librarian:
Russell Burke. Tel: +44 (0)1784 414065 russell.burke@rhul.ac.uk

1.9   Staff research interests

FRENCH
As members of one of the leading French sections in the country, our French staff boast a wide range of research and pedagogical expertise, from literature of the medieval period to the present, to diverse interests in the visual image, poetry, autobiography, linguistics, cultural and intellectual history.

Dr Cecile Bishop Dr Bishop's research lies in the area of Francophone and Postcolonial Studies, with a focus on Sub-Saharan Africa and the French Caribbean. Her work explores the intersections between political issues and aesthetic representation across a variety of genres and media, including literature, social science, film and visual arts.

Dr Ruth Cruickshank (BA Leeds, MSt, DPhil Oxford) is a specialist in post-war French fiction, film and thought, with particular interests in the impact and representation of consumerism, globalisation and neo-imperialism in post-war French cultural production; and in contemporary fiction. She is the author of *Fin de millénaire French Fiction: The Aesthetics of Crisis* (Oxford University Press, 2009) and of articles on Ernaux, Houellebecq, Redonnet, symbolic violence and global market economics in recent filmic images of Paris, the cinema of the *Trente glorieuses*, Denis and Varda. She is currently writing a book, '*Leftovers: Eating, Drinking and Rethinking French Fiction, Film and Thought (1944-75).* This examines how, whether deliberately or incidentally, representations of food and drink reveal the influence of a complex weave

of historical, symbolic, psychological, physical, aesthetic and intellectual leftovers, a necessarily incomplete process of digestion of which the film, fiction and thought of the period tell and form a part.

Professor Colin Davis (BA, PhD Oxford) is a specialist in twentieth-century French literature, film and thought, with interests including ethics, ethical criticism, Holocaust literature, recent fiction, and the connections between philosophy, fiction and film. He is the author of *Michel Tournier: Philosophy and Fiction* (1988), *Elie Wiesel's Secretive Texts* (1994), *Levinas: An Introduction* (1996), *Ethical Issues in Twentieth-Century French Fiction: Killing the Other* (2000), *French Fiction in the Mitterrand Years: Memory, Narrative, Desire* (co-written with Elizabeth Fallaize, 2000), *After Poststructuralism: Reading, Stories and Theory* (2004), *Haunted Subjects: Deconstruction, Psychoanalysis and the Return of the Dead* (2007), *Scenes of Love and Murder: Renoir, Film and Philosophy* (2009), and *Critical Excess: Overreading in Derrida, Deleuze, Levinas, Žižek and Cavell* (2010).

Dr Joseph Harris (BA, MPhil, PhD Cambridge) is a specialist in early-modern French literature, especially seventeenth- and eighteenth-century drama. His research interests include gender, sexuality and queer theory, comedy and laughter, reception and audience response, and sensibility and identification. He is the author of *Cross-Dressing in Seventeenth-Century France* (2005), editor of *Identification Before Freud: French Perspectives* (2008), and co-editor of *Exposure: Revealing Bodies, Unveiling Representations* (2004). He is currently working on theories of spectatorship in sixteenth-to-eighteenth-century French theatre, and suicide in tragedy from Garnier to Crébillon.

Professor Ruth Harvey (BA, PhD London) is a specialist in medieval French and Occitan literature. She is the author of *The Troubadour Marcabru and Love*, a major critical edition of Marcabru's works, and articles on medieval Occitan literature and society. Her most recent book publication is a major collaborative edition of over 150 troubadour dialogue-songs, *The Troubadour Tensos and Partimens* (Cambridge 2010), and her next project is a study of courtly culture and society.

Dr Ruth Hemus (BA Bath, MSc and PhD, Edinburgh), is a specialist in European modernist and avant-garde movements, spanning literature, performance and visual arts, and with a particular focus on women and gender. Her first book, *Dada's Women*, was published by Yale University Press in 2009. In 2010 it was shortlisted and commended for the R.H. Gapper Book Prize. Prior to her appointment as a lecturer, she completed a two-year Leverhulme Early Career Fellowship within the School. Her current project, entitled *Writing, gender and identity in the avant-garde, is based on a case study of the poet Céline Arnauld*

Professor Eric Robertson (MA, PhD Aberdeen) is the author of *Arp: Painter, Poet, Sculptor* (Yale, 2006), *Writing between the Lines*, which was awarded the R. H. Gapper Book Prize. He has also authored a book on the bilingual novelist and essayist René Schickele (1995), and various articles and chapters on twentieth-century French literature, especially poetry, and visual arts. He is the co-editor of *Yvan Goll - Claire Goll: Texts and Contexts* (1997), *Robert Desnos: Surrealism in the Twenty-First Century* (2006), *Dada Discourses* and *Dada Legacies* (both 2010 forthcoming). Current book projects include a monograph on Blaise Cendrars and a study of avant-garde art and virtual technologies.

Dr Emily Salines (Lic ès Lettres, Nice, PhD Royal Holloway) specialises in language teaching. Her research interests include translation theory and history, comparative literature and contemporary crime fiction. She is the author of articles and a book on Baudelaire as translator (*Alchemy and Amalgam*; *Translation in the Works of Charles Baudelaire*; Rodopi 2004).

Dr Hannah Thompson (BA, MPhil, PhD Cambridge) is a specialist in nineteenth-century French fiction and has published on Zola, Rachilde, Hugo and narratives of war. She is the author of *Naturalism Redressed: Identity and Clothing in the Novels of Emile* Zola (Oxford: Legenda, 2004) and *Taboo: Corporeal Secrest in Nineteenth Century French Fiction* (Oxford: Legenda, 2013), co-editor of *Corporeal Practices: (Re)figuring the Body in French Studies* (2000) and editor of *New Approaches to Zola* (2003). She is particularly interested in nineteenth-century representations of the body and the ways in which modern theories of the body such as gender theory and monster theory intersect with Realism and Naturalism. She is also researching literary and filmic representations of Parisian monuments.

Prof James S. Williams (BA, PhD London) specialises in modern French literature, French and European cinema, cultural studies, critical theory (in particular postcolonial), and gender studies. He is the author of *The Erotics of Passage: Pleasure, Politics, and Form in the Later Work of Marguerite Duras* (1997), *The Cinema of Jean Cocteau* (2006), and *Jean Cocteau* (a 'Critical Life') (2008) and *Space and Being in Contemporary French Cinema* (2013`0 as well as (co-)editor of *The Cinema Alone: essays on the work of Jean-Luc Godard 1985-2000* (2000), *For Ever Godard: the cinema of Jean-Luc Godard* (2004), *Jean-Luc Godard. Documents* (2006) (catalogue of the Godard exhibition held at the Centre Pompidou, Paris, in 2006), *Revisioning Duras: Film, Race, Sex* (2000), *Gender and French Cinema* (2001), *Gay Signatures: Gay and Lesbian Theory, Fiction and Film, 1945-1995* (1998) and a co-edited collection entitled *May 68: Rethinking France's Last Revolution* (2011).

GERMAN

In the nationally conducted 2008 Research Assessment Exercise, German at Royal Holloway was rated in the top five in the UK for its cutting-edge research.

Professor Andrew Bowie (BA Cambridge, MA, PhD East Anglia), has published a number of major books on German philosophy, literature, and music, including *From Romanticism to Critical Theory. The Philosophy of German Literary Theory* (1997) and studies of Schelling, Schleiermacher and an important English edition of selected writings by Manfred Frank. He has recently published an *Introduction to German Philosophy from Kant to Habermas* (2003) and his book on *Music, Philosophy, and Modernity* is to appear imminently.

Dr Jon Hughes (BA, MSt Oxford, PhD Swansea) is a specialist in modern and contemporary German literature and journalism, and in particular the interwar period (1918-1939), exile studies and Joseph Roth. He has worked in the field of German film studies and teaches options in this field at u/g and p/g level. His book on Joseph Roth was published by the prestigious MHRA dissertations series in 2006.

Dr Emily Jeremiah (BA Oxford, MA London, PhD Swansea) Dr Jeremiah's research is concerned with literature, identity, and ethics. Her doctoral thesis explored maternal subjectivity in recent women's writing in German; her current research addresses issues of gender and nationality in contemporary German poetry and fiction. Dr Jeremiah is also interested in creative writing, comparative literature, and translation.

Dr Anja Peters (MA Frankfurt, PhD Southampton) works especially in the field of 19th-century German literature, culture and intellectual history, including 19th-century gender construction and its origins in contemporary cultural, philosophical and political discourses. She has research interests, too, in the history of science in the *Goethezeit*. A book on Annette von Droste-Hülshoff's *Verserzählungen* was published in 2003.

Dr Marko Pajevic studied Comparative Literature, Philosophy and Slavic Studies in Munich, Berlin and Paris and was awarded a PhD in Paris and Berlin. He has also completed a *habilitation* in Rouen. He taught German studies at the Sorbonne, Paris, and Queen's University Belfast, before taking up the post at Royal Holloway in January 2013. Dr Pajević has published three authored books, two edited volumes, and over thirty articles and chapters on poetics. He has worked on twentieth-century and contemporary literature and on history of ideas, with a focus on Paul Celan and the development of a 'poetological anthropology'. The authored books are entitled: *Zur Poetik Paul Celans. Gedicht und Mensch – Die Arbeit am Sinn* (Heidelberg: C. Winter, 2000); *Kafka lesen. Acht Textanalysen* (Bonn: Bernstein, 2009); and *Poetisches Denken und die Frage nach dem Menschen. Grundzüge einer poetologischen Anthropologie* (Freiburg i.Br: Karl Alber, 2012). The edited

volumes are: *Poésie et musicalité. Liens, transformations, mutations* (Paris: Harmattan, 2007); and *German and European Poetics after the Holocaust. Crisis and Creativity* (Rochester: Camden House, 2011), co-edited with Gert Hofmann, Rachel MacShamrháin, and Michael Shields. He is also interested in translation, translation theory, film, and memory studies. He is currently developing a research project on representations of human engineering in contemporary literature and film.

Professor W. Daniel Wilson (MA, PhD Cornell) taught at the University of California at Berkeley. Among other distinctions, he was elected vice-president of the Goethe Society of North America (scheduled to succeed as president in 2007), a position he resigned upon accepting his current position at Royal Holloway in 2006. His research interests are in the literature, culture, and history of the eighteenth and early nineteenth centuries, focusing on political and social discourses. Since 1991 his books on the political matrix of Classical Weimar, notably *Unterirdische Gänge: Goethe, Freimaurerei und Politik* (Göttingen, 1999) and *Das Goethe-Tabu: Protest und Menschenrechte im klassischen Weimar* (Munich, 1999), have attracted widespread attention and controversy in Germany and elsewhere.
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HISPANIC STUDIES
In the nationally conducted 2008 Research Assessment Exercise, Hispanic Studies at Royal Holloway achieved the highest score in the country for its 4*, research publications, described in the report as 'world-leading'.

Dr Tyler Fisher (BA Central Florida, MPhil, DPhil Oxford) specialises in early modern Spanish literature, particularly the poetry, literary theory, and devotional texts of the period. His ongoing research projects include a study of autobiographical testimonies from inquisitional *procesos*, an analysis of *microcuentos* by the present-day author José María Merino, and verse translations of José Martí's poetry. He is currently revising a monograph, *Poetics and the Devout Imagination in Early Modern Spain*.

Dr Miriam Haddu (BA, PhD Birmingham): Contemporary Mexican cinema, Mexican visual cultures (including contemporary Mexican photography, the Mural Movement, and performance art). Other areas of interest include cultural studies, feminist film theory, border studies, postmodern geographies in film, and conflict studies.

Professor Abigail Lee Six (BA, PhD Cambridge): Peninsular Spanish prose fiction from 1850 to the present day. Professor Lee Six's theoretical interests include contemporary critical theory, social psychology, Spanish Gothic and gender studies.

Dr Arantza Mayo (BA Kent, MSt Oxford, MLitt Oxford, PhD London): Hispanic Golden Age Literature and culture, particularly religious literature and its relationship with the visual arts. Dr Mayo also works on Bolivian literature and

culture, in particular twentieth-century poetry and the social contexts of its production.

Dr Sarah Wright (BA Strath, PhD Cambridge, Dip Trans IoL): Twentieth-century Spanish culture, theatre and film. Theoretical interests include psychoanalysis, film theory and gender studies. Dr Wright has in recent years published an interdisciplinary study focused on the legendary Spanish seducer, Don Juan, and she is currently working on a new book on the child in Spanish film.

Dr Olivia Vázquez-Medina (Lic Leng y Lit Hisp, Universidad Veracruzana, Mexico, MSt, DPhil Oxford) specialises in contemporary Spanish American literature, particularly in representations of the body in fiction. She has worked on a number of 'New Historical Novels', exploring the interrelations between bodily imagery, historical representation and textuality. Her current research investigates the links between medical and amorous discourses in a range of contemporary Spanish American novels. Drawing on theories of embodiment, space and subjectivity, a further ongoing research project examines the aesthetics and politics of sensorial imagery in travel narratives.

Other staff in the College also have research interests in Hispanic Studies:

Professor Helen Graham (BA London, DPhil Oxford): A distinguished and internationally renowned historian and member of Royal Holloway's History Department, Professor Graham contributes courses to the Spanish degree programme. Among her other publications, she co-edited (with Jo Labanyi) *Spanish Cultural Studies: A Reader* (Oxford University Press, 1996). Professor Graham's research interests include inter-war Europe (1918-39), comparative civil wars, the social construction of state power in 1940s Spain, women under Francoism, and comparative gender history. She has published widely on the Spanish left in the 1930s, and most recently a book on the Spanish Republic at war (1936-1939) which offers a new perspective on the relationship between the state, revolution and political power in Republican Spain. She is currently researching penal regimes in 1940s Spain which will explore how state power was made and consolidated 'bottom-up'. Another (biographical) project focuses on sexuality, radical subjectivity and the transition from old to new lefts.

ITALIAN

Dr Fabrizio De Donno (BA, MA London, PhD Cambridge): co-editor of *Colonial and Postcolonial Italy*, special issue of *Interventions: International Journal of Postcolonial Studies*, 8(3) 2006, and author of articles on ideas of race in colonial and fascist Italy, on the interplay between orientalism and classicism in British and Italian colonial cultures, and on Mazzini's impact on Gandhi's anti-colonial thought. He is currently writing a book on *Italian Orientalism* and, with Simon Gilson, is editing the volume of essays *Beyond Catholicism: Religion, Heresy and Mysticism in Italian Culture*.

Professor Jane Everson (MA Edin, DPhil Oxford), author of *Bibliografia del 'Mambriano' di Francesco Cieco da Ferrara* (Alessandria, 1994),*The Italian Romance Epic* (Oxford, 2001), and of articles on Italian Renaissance literature, Dante, Ariosto and early printing in Italy. Co-editor of *Writers and Performers in Italian Drama from Dante to Pirandello* (Lewiston-Lampeter, 1991), *Scenes of Change. Studies in Cultural Transition* (Pisa, 1996), and *Italy in Crisis: 1494* (Oxford, 2000). Current research grants include: AHRC Resource enhancement grant for 3 years for the project: The Italian Academies 1530-1650: a themed collection database, in collaboration with the British Library; and British Academy research grant for the preparation of the new critical edition of the narrative poem *Il Mambriano.*

Dr Stefano Jossa (DottLett Napoli, PhD Pisa), author of *La fantasia e la memoria. Intertestualità ariostesche* (Napoli, 1996), *Rappresentazione e scrittura. La crisi delle forme poetiche rinascimentali (1540-1560)* (Napoli, 1996), *La fondazione di un genere. Il poema eroico tra Ariosto e Tasso* (Roma, 2001), *L'Italia letteraria* (Bologna, 2006) and of articles on Italian Renaissance, Ariosto, Tasso, Alamanni, Giraldi Cinzio, Castelvetro, and Speroni. He is currently pursuing research on the building of Italian national identity, Ariosto, and Castelvetro.

Dr Giuliana Pieri (DottLett Pavia, MA Kent, DPhil Oxford) is author of *The Influence of Pre-Raphaelitism on fin-de-siècle Italy: Art, Beauty and Culture* (MHRA, Texts and Dissertations series, no. 65, 2007) and of several articles on the interrelationship between art and literature in the 19th and 20th century, Anglo-Italian cultural and artistic relations, and Italian crime fiction. She is also editor of *Italian Crime Fiction* (2011) and a co-editor of *The Cult of the Duce* (2013).

2   Communication and Student Feedback

It is vital that the School of Modern Languages, Literatures and Cultures should know of any concerns you have about the progress of your work or of any suggestions for improving the research environment.

You have several ways of making your views known:

1. by talking to your Supervisor, and perhaps by following up your discussion with a letter or e-mail, so that your comments can be forwarded if appropriate.

2. by contacting the Director of Graduate Studies or the Head of School either to arrange a meeting or again by putting your ideas in writing.

3. through the Department Postgraduate Student-Staff Committee.

4. in the feedback questionnaire that you submit to the Director of Graduate Studies as part of the Annual Review (see Section on Annual Review and upgrade).

5. through the Students' Union if your concerns or ideas relate to the College rather than to the Department .

2.1 Email

The College provides an email address for all students free of charge and stores the address in a College email directory (the Global Address List). Your account is easily accessed, both on and off campus, via the **student portal** https://campus-connect.rhul.ac.uk/cp/home/displaylogin (Campus Connect) or direct via **Outlook.com** http://outlook.com/ **Email to this address will be used routinely for all communication with students.** Email may be used for urgent communication and by course tutors to give or confirm instructions or information related to teaching so it is important that you build into your routine that you **check your emails once a day**. Email communications from staff and all the Faculty Administrators should be treated as important and read carefully.

The College provides a number of PC Labs around Campus for student use, and you can also use your own laptop/smart phone etc, so the Department expects you to check your email regularly. It is also important that you regularly clear your College account of unwanted messages or your in-box may become full and unable to accept messages. **Just deleting messages is not sufficient; you must clear the 'Sent Items' and 'Deleted Items' folders regularly. It is your responsibility to make sure your College email account is kept in working order.** If you have any problems contact the **IT Service Desk** http://itservicedesk.rhul.ac.uk/

The School of Modern Languages, Literatures and Cultures will only use the address in the College Global Address List and **does not** use private or commercial email addresses, such as hotmail or Gmail. Students who prefer to use commercial email services are responsible for making sure that their College email is diverted to the appropriate commercial address. Detailed instructions on how to forward mail can be accessed by visiting http://help.outlook.com/ and searching for **forwarding**. This process is very easy, but you do have to maintain your College account. When you delete a forwarded message from, say, hotmail, it will not be deleted from the RHUL account. You **must** log on to your College account occasionally and conduct some account maintenance or your account may become full and therefore will not forward messages.

If you send an email to a member of staff in the Department during term time you should normally receive a reply within 3-4 working days of its

receipt. Please remember that there are times when members of staff are away from College at conferences or undertaking research.

2.2 Post

All post addressed to students in the School of Modern Languages, Literatures and Cultures is delivered to the student pigeonholes (alphabetical by surname) outside IB123. At the end of each term student pigeonholes are cleared of accumulated mail which is then destroyed. Important information from Registry is often sent by internal post and tutors sometimes return work to you via the pigeonholes so you are advised to check them regularly.

2.3 Telephone and postal address

It is **your responsibility** to ensure that your telephone number (mobile and landline) and postal address (term-time and forwarding) are kept up to date on the **student portal** (Campus Connect) https://campus-connect.rhul.ac.uk/cp/home/displaylogin. There are occasions when the Department needs to contact you urgently by telephone or send you a letter by post.

The Department does not disclose students' addresses and telephone numbers to anybody else (including relatives and fellow students) without the student's specific permission to do so.

2.4 Notice boards

The School's Postgraduate Moodle Page is here: http://spaces.rhul.ac.uk/. Information of interest to postgraduates in the School will be provided here.

2.5 Students' Union

The Students' Union offers a wide range of services and support, from entertainment and clubs/societies to advice on welfare and academic issues. The Advice and Support Centre, situated on the first floor of the Students' Union, runs a confidential service that is independent from the College. Open 9.30am - 5pm, Monday – Friday, it operates an open door policy exclusively for students during term time. However, during vacation periods students should call to book an appointment. Full details can be found at www.su.rhul.ac.uk/support

2.6 Withdrawal of visa

If you are in receipt of a **Tier-4 Student Visa** sponsored by Royal Holloway, it is a requirement of your Visa that you regularly attend scheduled meetings as stipulated by the department. The College has a

legal responsibility to **report** any student admitted to the College on a student visa who **does not appear** to be in attendance to the UK Border Agency (UKBA). Therefore if you fail to meet UKBA visa requirements and/ or fail to respond to informal and formal warnings from the College in this regard you could have your sponsorship withdrawn, your Visa cancelled and your registration with the College terminated. The termination of registration due to a breach in Visa requirements is conducted independently of the College's formal warning process and the decision is not open to appeal.

3 Annual review and upgrade

Although you will meet regularly with your supervisor during the academic year, your academic progress is formally reviewed at least once every 12 months, unless you have interrupted your studies, in which case the review will take place not more than two months after you have formally resumed your studies.

Annual reviews and upgrades are conducted in a face-to face meeting between you and a panel consisting of your supervisor(s), adviser and at least one other academic from outside the supervisory team.

Any extenuating circumstances affecting your performance generally and in particular the annual review or upgrade meeting should be submitted to the DoGS **not less than one week before the meeting.** It is also your responsibility to supply the work detailed below to the annual review or upgrade panel **not less than three weeks before the meeting.**

Annual Reviews normally take place across two days in June. There will also be a Postgraduate Colloquium held in the School at which PG students present short (15 minute) papers on their research. The PG Colloquium does not form part of the review assessment but is considered an important part of your training as a postgraduate researcher and for meeting other PGs within the School.

The purpose of the reviews will be:

(a) to consider the student's academic progress in relation to the objectives and standards which have been set; where the student is being considered for upgrading to the degree of PhD, the review will assess whether the student has reached an appropriate standard and has in prospect an adequate project of research to justify the upgrade;

(b) to confirm satisfactory completion of, or exemption from, the requirements for research training and development which apply for the period under review;

(c) to assess the amount of research completed and the extent of work outstanding;

(d) to determine new objectives and training requirements, and a schedule of work, which will help to ensure timely submission of work for the final examination.

(4) Reviews will be conducted by a panel, comprising the supervisor(s), the adviser and at least one other academic from outside the supervisory team.

(5) Reviews will include the following components:

(a) the consideration of a brief report, written by the student, which summarises the progress which has been made during the period under review and the extent to which objectives have been met, and sets out a draft schedule of future work;

(b) a meeting between the panel and the student, which will be a face-to-face meeting;

(c) where the student is being considered for upgrading to the degree of PhD, a substantial piece or portfolio of work, which must include written work but may also include other forms of work which are appropriate to

You will be asked to submit the following information:
a) a piece of work completed since the last review
b) a log of the training you have completed since the last review
c) a report on your progress since the last review and how you see your work progressing over the coming year
d) you will also be asked to submit a questionnaire online

At the end of the annual review/ upgrade meeting the panel will fill in a **Research Degree Student Review Form- Annual Review Form or Research Degree Student Review - Upgrade Form**, which will be signed by panel members present at the review/upgrade, and will provide details of the outcome of this meeting http://www.rhul.ac.uk/ecampus/academicsupport/examinations/researchdegrees/upgrades.aspx You will be given an opportunity to fill in comments at the end of the form, should you so wish.

In most cases the panel will indicate that they are satisfied with a student's progress and may also confirm that the student has successfully upgraded from MPhil to PhD, where relevant. However, in

some cases the panel may feel that the work presented is not of the required standard. In the case of an upgrade, the panel may decide not to permit the student to upgrade at that time.   Where work presented is unsatisfactory, details of the problems and the course of action to be taken will be noted in the **Research Degree Student Review Form**. Additionally, the panel may decide that it is necessary to issue a formal warning. Details of the formal warning process, which could lead to termination of registration, are outlined in the **Research Degree Regulations** in the section regarding Termination of registration. http://www.rhul.ac.uk/ecampus/academicsupport/regulations/home.aspx. Further guidance is available on http://www.rhul.ac.uk/ecampus/academicsupport/formalwarnings/formalwarnings.aspx

If you fail to upgrade from MPhil to PhD on the first attempt, the panel may permit you to have a second and final attempt, which must take place before the end of 24 months for full-time study or 48 months of part-time study.

Full details of the regulations governing the annual review and upgrade process are outlined in the **Research Degree Regulations** in the section on Reviews of academic progress http://www.rhul.ac.uk/ecampus/academicsupport/regulations/home.aspx

4   Submission and examination of the thesis

As the thesis is nearing completion you will need to submit a formal entry to the final examination to the Student Administration Office. Full details on entry for the examination (or re-entry in the case of resubmissions), submission and examination of the thesis are available on **Examinations webpage for Research Degree students** http://www.rhul.ac.uk/ecampus/academicsupport/examinations/researchdegrees/students.aspx .   Students should also consult the **Research Degree Regulations** for further details about, for example, the requirements of the thesis (word length), the conduct of the final examination, and possible outcomes of the examination http://www.rhul.ac.uk/ecampus/academicsupport/regulations/home.aspx .

In terms of word length you should be aware that College regulations stipulate a maximum length for MPhil and PhD theses. If you exceed the word length stated in the Regulations or produce a thesis that is deemed to be too short, the examiners may refer the thesis for resubmission requiring it to be shortened to meet the word length requirement or extended to include more content, respectively.

5 Preparation for the final examination

The College offers viva training for research student's final examination as part of the **Generic Skills Programme**, with sessions run for students in Arts and Social Sciences, Science and Economics and Management. Full details of dates and times of such courses are available on the **Generic Skills Programme** webpage http://www.rhul.ac.uk/pgr/genericskillsprogramme/genericskillsprogramm e.aspx. This training is compulsory for students.

6 Illness and other extenuating circumstances

The **Instructions to Candidates** issued by the Examinations and Research Degrees Office should be read in conjunction with Sections 9 and 16 of the **Research Degree Regulations** http://www.rhul.ac.uk/ecampus/academicsupport/examinations/examin ations/home.aspx and http://www.rhul.ac.uk/ecampus/academicsupport/regulations/home.asp x.

If you are a Research Degree student, you may want the annual review or upgrade panel to be made aware of how your academic performance over the year has been affected by illness or extenuating circumstances. In such cases you should submit your statement and supporting evidence to the panel chair within the deadline set by the School for the submission of material for the upgrade or review. Ideally you should have discussed any such issues with your supervisor or the Director of Graduate Studies before the meeting. The School may recommend that you interrupt your studies until your personal circumstances are such that you are in a position to take up your studies again. The Director of Graduate Studies will be able to inform you about the process to be followed to request an interruption.

In the case of circumstances relating only to your performance at an upgrade or review meeting, you should inform the panel members or examiners of the circumstances no later than the start of the upgrade/ review and submit the statement and supporting evidence not more than seven days later to School.

If you feel that your academic performance on the date of the oral examination may be substantially affected by unexpected medical or other personal circumstances, you should inform the examiners of your situation no later that the start of the oral examination so that they can make a decision on whether or not to proceed. The examiners may

require you to submit evidence of these circumstances to the Examinations and Research Degrees Office within seven days.

6 Special arrangements for the annual review, upgrade or final examination

If you have a disability or specific learning difficulty impairment and wish to ask for reasonable adjustments to be made to the conduct of the final examination (viva) you should consult Section 16 of the Research Degree Regulations http://www.rhul.ac.uk/ecampus/academicsupport/regulations/home.aspx for details of how to make such a request. Should you need similar adjustments for your annual review/ upgrade meeting, these should be discussed with your supervisor ahead of the meeting so that appropriate arrangements can be made.

7 Generic Skills Programme

In 2002 the *Roberts Report* identified a need for skills training for all postgraduate researchers. Universities across the UK are therefore now required to provide postgraduate research students with appropriate training. **Generic Skills Programme** http://www.rhul.ac.uk/pgr/genericskillsprogramme/genericskillsprogramme.aspx is therefore **a mandatory part** of any postgraduate research programme at Royal Holloway.

You should discuss your training needs with your supervisor(s) and adviser soon after you start your research programme and fill out the **Research Student Training Log** with details of courses that you should attend during the year http://www.rhul.ac.uk/pgr/genericskillsprogramme/trainingmphilphd.aspx Although further discussions on your training may take place during the year during your supervisory meetings, at least once a year normally at the time of the annual review you, together with your supervisor(s) and adviser, should review the training completed in the previous year and draw up a plan for the following year. The training plan is likely to include both generic research skills courses and training which is specific to the research project. You should be fully engaged with the design of your training programme, as this is an important part of your personal development planning, and should be considering what will be of benefit to you in both the short and long term.

Full details of the types of training which are available to students as well as training opportunities available at other institutions are detailed on the

Generic Skills Programme webpage.   This page also includes a guide to web registration, details on how to book, FAQs and a course catalogue http://www.rhul.ac.uk/pgr/genericskillsprogramme/genericskillsprogramm e.aspx

Online research and professional skills courses and other resources are available on the Generic Skills Programme's moodle page (http://moodle.rhul.ac.uk/course/view.php?id=1861). This page is also the one to visit if you would like to register to attend a course. Accessing the page will require you to enrol on to the course: the enrolment key will be given out at the postgraduate induction (or email graduate-school@rhul.ac.uk).

The College's **Code Of Practice for the Academic Welfare Of Postgraduate Research Students** http://www.rhul.ac.uk/ecampus/onlinestudenthandbook.aspx provides details of training requirements.

The Institute of Modern Languages Research (IMLR). The School subscribes to the IMLR and its courses are free to our Postgraduate Students. The IMLR offers a programme in research skills and methods to its own students, to students at other institutes of the School of Advanced Study, and to graduate students (MA and research) of modern languages in universities in London and beyond. The programme, comprising a series of Saturday workshops, has been running since 1999 and it is taught by teachers from the Institute and the University of London colleges and other UK universities. See their website for details: http://modernlanguages.sas.ac.uk/.

8 Academic writing skills

The College offers courses on academic writing, which can count towards your annual generic skills programme requirement. Royal Holloway International (RHI) offers additional support for research students whose first language is not English. These courses do not, however, count towards your training requirements. Details of these courses and additional support are available on the **Generic Skills Programme** webpage http://www.rhul.ac.uk/pgr/genericskillsprogramme/genericskillsprogramm e.aspx

9   Students in need of support (including disabled students)

Your first point of reference for advice within the Department is the Director of Graduate Studies (Dr Sarah Wright, terms 1 and 3, Professor Jane Everson term 2). Inevitably, problems will sometimes arise that the DoGS is not qualified to deal with. The College offers a high level

of student welfare support which includes a comprehensive Health Centre, a highly regarded Counselling Service, dedicated educational and disability support, as well as a wealth of financial, career and other advice. Further details of each service can be found on the College web on the **Student Welfare** page: http://www.rhul.ac.uk/ecampus/welfare/home.aspx

If you have a disability or specific learning difficulty, it is important that you bring it to our attention as soon as possible. The Departmental Educational Support Office (ESO) representative is (Name or post title). You must also contact the ESO (Founders West 151; tel: +44 (0)1784 443966; email: **educational-support@rhul.ac.uk**) who will arrange for an assessment of needs to be carried out and will advise on appropriate sources of help. Further information is available on the College web on the ESO **Support, health and welfare** page http://www.rhul.ac.uk/ecampus/welfare/disabledstudents/home.aspx

10 Plagiarism and other academic offences

The College takes the issue of plagiarism and other assessment offences very seriously. Details of what constitutes an assessment offence (eg. plagiarism, collusion, falsification) as well as the procedures to be followed for the investigation of an alleged assessment offence and possible outcomes, etc are outlined in the College's **Regulations on Assessment Offences** http://www.rhul.ac.uk/ecampus/academicsupport/regulations/home.aspx

11 Appeals procedures for students

If you wish to appeal against an academic decision, that is, the outcome of an upgrade or final (oral) examination, there is an academic appeals process. Please note that an academic appeal can only be submitted once you have received the result of your upgrade or final examination and your complaint must fall within the grounds for appeal to be considered. Details of the grounds on which you may appeal, the process to be followed to request an appeal pack, amongst others, can be found on the **Academic Appeals** website http://www.rhul.ac.uk/ecampus/academicsupport/academicappealsandcollegecomplaints.aspx or in Section 21 and 22 the **Research Degree Regulations** http://www.rhul.ac.uk/ecampus/academicsupport/regulations/home.aspx

12 Complaints procedures for students

If you have a complaint relating to any aspect of the Department or its staff or to any academic or College matter, you should first discuss it informally with your Supervisor(s), Advisor, Director of Graduate Studies or another member of staff in the Department as soon as possible.   In the majority of cases complaints can be resolved through such an informal route. In those cases where the complaint cannot be resolved in this way, you may want to submit a formal complaint. Full details of how to pursue complaints through both informal and formal routes are set out in the College's **College Complaints Procedures** for students http://www.rhul.ac.uk/ecampus/academicsupport/complaintsprocedure.aspx .

13 Teaching experience and training

The School of Modern Languages, Literatures and Cultures may sometimes be in a position to offer research students teaching opportunities. Research students who are employed in a lead teaching role are required to register for the College's **inSTIL programme** (Programme in Skills of Teaching to Inspire Learning) http://www.rhul.ac.uk/registry/educational-development/prof-dev/instil-overview.html . Those who are teaching as part of a team may choose to do this programme, but are not required to do so. Students must be teaching at the time they are participating in inSTIL, as teaching observations are an important part of the programme. The inSTIL programme is worth 15 M level credits and counts five days towards a student's annual generic skills programme requirements. Further details about the programme can be obtained from the inSTIL Programme Director by emailing edc@rhul.ac.uk

Those not teaching, but with an interest in teaching in higher education, are encouraged to attend the 'Introduction to Teaching and Learning in Higher Education' workshops held each year as part of the College's **Generic Skills Programme** http://www.rhul.ac.uk/pgr/genericskillsprogramme/genericskillsprogramme.aspx .

For details on how much teaching and other work is permitted during MPhil/ PhD studies, students should read Section 8 of the College's **Research Degree Regulations** and the Section on 'Teaching and other paid work' in the **Code of Practice for the Academic Welfare of Postgraduate Research Students** http://www.rhul.ac.uk/ecampus/academicsupport/regulations/home.aspx

14 Student Charter

We seek to bring all students into a close, harmonious relationship with the College and the wider community. We hope that all students will support us in achieving the goals set out in **this Charter** http://www.rhul.ac.uk/aboutus/governancematters/studentcharter.aspx and will act as effective ambassadors for the College, while as students and later as alumni. It is not intended that this Charter should constitute a binding agreement; it is offered as a framework of aspirations, designed to be of benefit to all of us in ensuring that we deliver an excellent student experience.

Detailed information about our **policies and regulations** may be found **here** http://www.rhul.ac.uk/aboutus/governancematters/accesstoinformation/home.aspx and an array of helpful information about **student life** by clicking **here** http://www.rhul.ac.uk/studentlife/home.aspx.

15 Facilities

15.1 Computers

There are a total of 14 open access PC Labs available on campus which you can use, including 6 in the **Computer Centre** http://www.rhul.ac.uk/it/servicecatalogue/devices/pclabs.aspx. For security reasons access to these PC Labs is restricted at night and at weekends by a door entry system operated via your College card. Details of these PC Labs, including access times and maps showing how to get to them can be found under the descriptions http://www.rhul.ac.uk/it/servicecatalogue/devices/pclabs.aspx

15.2 Graduate Spaces

Royal Holloway offers a number of areas specifically for postgraduates. http://www.rhul.ac.uk/studyhere/postgraduate/facilitiesandacademicsupport.aspx. Below is a list of these spaces together with a brief description of what they offer:

International Building Common Room, room IN030 (below Café Jules) This room is conveniently placed on campus and within easy reach of most academic buildings and the Students' Union. IN030 offers good computer facilities with 17 PCs, a DVD/CD ROM burner and scanning/printing facilities. There are also some easy chairs. The room is available for use 24 hours a day with a card-swipe/code system for out-of-hour access (code provided by the Computer Centre). Please be aware that some sessions of the Generic Skills Programme may be running in IN030 (dates are advertised).

Founders Common Room, Founders East, second floor, room FE241
Code to enter can be obtained at the Security desk, Founders reception, by showing the College Card (as a way of proving to be a PG student). The Common Room has tables, chairs and sofas. There is also one computer and printer and wireless internet access. The kitchen area includes a fridge, microwave, kettle and toaster with shared cutlery.

Arts Building, second floor, room AS17
15 online PCs DVD/CD ROM with burner Scanning/printing facilities. The room is open to all students (PG and UG) during normal office hours and to Postgraduates and Staff between 7pm and 7am (please obtain code from the Computer Centre).

Highfield Common Room
The room is for those living in postgraduate accommodation on the Highfield site. It can be booked through the Reception at Highfield. The room offers easy chairs, TV and video, and food- and drink-vending machines. The room must be vacated by 11pm.

15.3 Libraries

All Royal Holloway research students have access to the unrivalled library facilities of the University of London. These include:

ROYAL HOLLOWAY Libraries http://www.rhul.ac.uk/library/home.aspx
Royal Holloway's campus is well equipped with facilities that support teaching, learning and research across the College. As well as department specific facilities, which include industry standard studios and editing facilities for Media students and an MRI scanner in the Department of Psychology, the College provides a range of **library and IT facilities**
http://www.rhul.ac.uk/studyhere/libraryresourcesandit/home.aspx
which are available to all students.

SENATE HOUSE LIBRARY, Malet Street, London, WC1E 7HU. Tel: 020 7862 8461; http://www.ull.ac.uk. This is the central library of the University of London. Up to twelve books can be borrowed. To be issued with a library ticket (http://www.senatehouselibrary.ac.uk/membership/join/) you will need to take your Royal Holloway ID card to the Membership Desk on the 4th floor.

THE BRITISH LIBRARY, 96 Euston Road, London, NW1 2DB. Tel: 020 7412 7000; http://www.bl.uk. Because it is the national collection, the British Library possesses copies of all books published in the UK and Ireland, and many from other countries too. It also has an impressive collection of medieval and modern manuscripts. Books must be ordered at least an hour in

advance and cannot be borrowed. A **Reader Pass** http://www.bl.uk/reshelp/inrrooms/stp/register/howreg/howtoregister.html will be issued subject to your need to see specific items in the collections. Other libraries or sources may be more appropriate to your research and **British Library staff will advise you accordingly**.

15.4 Inter-Library Loan (ILL)

 http://www.rhul.ac.uk/library/usingourlibraries/interlibraryloans.aspx Inter-library loans (ILL) are used to acquire items for study and research purposes that we do not hold in our collections. They are available to all students and staff, though undergraduates should have their tutor's authorization to submit an inter-library loan.

15.5 Careers information

The College has a **careers advisory service,** housed in the Horton Building, which is open to any student during normal College hours. http://www.rhul.ac.uk/careers/home.aspx

15.6 Non-academic policies

Please see the **Codes and Regulations** webpage http://www.rhul.ac.uk/ecampus/onlinestudenthandbook.aspx   which includes information on non-academic policies, regulations, and codes of practice as well as the **Student Charter.** http://www.rhul.ac.uk/aboutus/governancematters/studentcharter.aspx

16 Health and Safety Information

16.1 Code of practice on harassment for students
This can be found on the student home pages under codes and regulations http://www.rhul.ac.uk/ecampus/onlinestudenthandbook.aspx

16.2 Lone working policy and procedures

The College has a 'Lone Working Policy and Procedure' that can be found at http://www.rhul.ac.uk/iquad/documents/pdf/healthandsafety/loneworkingpolicy2010.pdf

Lone working is defined as working during either normal working hours at an isolated location within the normal workplace or when working

outside of normal hours.

Any health and safety concerns should be brought to the attention of the Departmental Health and Safety Co-ordinator or the College Health and Safety Office.

It is likely that most activities will take place on College premises. However, the principles contained in the above section will apply to **students undertaking duties off campus**.

17 Equal Opportunities Statement and College Codes of Practice

17.1 Equal opportunities statement

The University of London was established to provide education on the basis of merit above and without regard to race, creed or political belief and was the first university in the United Kingdom to admit women to its degrees.

Royal Holloway, University of London (hereafter 'the College') is proud to continue this tradition, and to commit itself to equality of opportunity in employment, admissions and in its teaching, learning and research activities.

The College is committed to ensure that;
- all staff, students, applicants for employment or study, visitors and other persons in contact with the College are treated fairly, have equality of opportunity and do not suffer disadvantage on the basis of race, nationality, ethnic origin, gender, age, marital or parental status, dependants, disability, sexual orientation, religion, political belief or social origins

- both existing staff and students, as well as, applicants for employment or admission are treated fairly and individuals are judged solely on merit and by reference to their skills, abilities qualifications, aptitude and potential

- it puts in place appropriate measures to eliminate discrimination and to promote equality of opportunity

- teaching, learning and research are free from all forms of discrimination and continually provide equality of opportunity

- all staff, students and visitors are aware of the Equal Opportunities Statement through College publicity material

- it creates a positive, inclusive atmosphere, based on respect for diversity within the College

- it conforms to all provisions as laid out in legislation promoting equality of opportunity.

School of Modern Languages, Literatures and Cultures

APPLICATION FOR RESEARCH-RELATED CONFERENCE SUPPORT

<u>Name:</u> …..................…………….....… <u>Date Form Submitted:</u> ....

1. **Name, location and dates of conference, or purpose of travel**:

2. **Title of Paper** (if appropriate) or reason for attendance (Please append a copy of the conference programme or letter of invitation):

3. **Publication outcome** (indicate where and when your paper or results of the research are likely to be published):

4. **Research strategy** (indicate how the Conference or travel relates to your current and future research plans):

5. **Costings**: Conference fee (excluding subsistence):

    Accommodation and subsistence:

    Travel:

6. **External funding applied for/granted**:

7. **School approval**:

Amount allocated:

Chair of Research Committee: ………………………..

Head of School: ………………………..

Date: ………………………………………...